

# The National Association of Corporation Schools

## Bulletin

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### BROADENING OUR EDUCATIONAL SYSTEM

The press of the United States, from the periodicals published in the largest cities to the humbler weeklies in the villages, is filled with accounts of educational activities. A perusal of these accounts, as brought to the editor's desk through a clipping bureau service, indicates that the importance of education is being more fully recognized. As the Bangor, Me., *Commercial* puts it, "Today people realize more and more the handicap of ignorance, they regard more highly than ever the power that comes through knowledge, the personal achievement to which it leads."

The largest extension of education is in the fields of industry and agriculture.

We assume it would be a bit disconcerting to the early graduates of Harvard University, were they alive, to be apprised that Harvard has offered a prize of two hundred dollars for the best paper on plumbing. Plumbing is, of course, just as important a matter to the present-day world as Greek particles or the conditional use of the subjunctive by post-classical writers, but until recently education has been understood to pertain largely, if not wholly, to the arts, sciences and professions. This conception of the functions of education is, however, rapidly disappearing.

The night schools were first used as a means for introducing the more popular courses, but the plan has been extended to include the elementary day schools and in many instances the day high schools, nor have the universities been excepted from the tendency to broaden the field of education.

There seems a willingness on the part of educational authorities to teach almost any subject for which there is reasonable request. From Rochester comes a report of the institution of classes in public speaking and corrective English, and out in

St. Paul human nature study has been added to the curriculum. This city has also added story-telling classes. Salesmanship, stenography and bookkeeping, and technical courses of all kinds are common in almost every school system. As the working day is gradually being shortened, the study period is becoming more universal.

Lectures on popular subjects form an important feature of the evening courses. In many communities the evening school has assumed the character of a "forum" and information is given through the lecture method, the range of subjects being from Romeo and Juliet and the age of stone beds down to criticisms of present-day statesmen and their methods. Almost every branch of activity of modern industry is included.

Minneapolis has reorganized the courses in her high schools and much more attention will be given to the education of foreigners.

If there is no reaction in the educational activities of today the United States will soon be blessed with an educational system that promises to insure an equality of opportunity and an equality of reward never before approached in the history of any nation. In this splendid work The National Association of Corporation Schools will play a leading part.

#### **A REVIEW AND A FORWARD GLANCE**

Charles A. Greathouse, Superintendent of Public Instruction of Indiana, recently made public a statement summing up the educational advancement in that state covering a period of one hundred years. It is interesting to know that education in Indiana covers a period of only one hundred years and what, in a general way, has been accomplished during that period:

"The last century has witnessed the extension of a common school education from the select few to the masses. During this period there has developed the free elementary school, the replacing of the seminary and academy by the high school, the organization and development of all these schools through carefully worked out courses of study, improved school buildings and better trained teachers. The horizon of the child's education has been enlarged by the introduction of such subjects as music, drawing, physical training and practical arts.

"Health is a most important asset in a successful life, and the public schools have become, with the homes, guardians of the children's health, and provision has been made for medical and dental inspection, for the erection of school buildings with

light, heat and ventilation properly furnished. Periods of recreation, satisfactorily equipped playgrounds and other regulations for promoting the health and physical development of children have been made a part of the school system.

"When we regard the simple crude beginnings of the public schools in the State of Indiana one hundred years ago, and consider the great work in education that is now being carried on in the state, the program of a century seems phenomenal."

Rapid as has been the progress in education, it is conceivable that equally great progress will be witnessed during the next century, with the probability that the educational systems of the present period will look, one hundred years hence, as crude and incomplete as the systems of one hundred years ago appear today.

Indiana is rapidly assuming a position among the states which are leading in the development of education. No system can be considered large enough or sufficiently perfect which does not embrace a complete preparation to fit every child in the largest degree for success in its life's work.

#### **OUR STRENGTH AND OUR WEAKNESS**

In a recent editorial in the BULLETIN the statement was made that the United States excels all other nations in the character of the equipment in its factories, on its transportation systems and on its farms. This statement seems to have caused surprise among some of our readers who were of the opinion that Germany, Sweden, New Zealand and perhaps other countries were more advanced in this respect than the United States. Nevertheless the statement as made is true.

In a recent address at Cleveland, the Secretary of Agriculture said:

"I am optimistic about the future of American agriculture. We still have vast undeveloped resources. Our farmers are the most alert and capable in the world. They do not produce more per acre than any other farmers in the world—it would be foolish for them to undertake to do so—but they do produce from two to six times more per man, per unit of labor and capital. They use more and better machinery. They have the assistance of more powerful practical and scientific agencies. No other three nations in the world combined have as powerful forces aiding the farmers as this nation has."

Other authorities, equally as acceptable as the Secretary of Agriculture, assure us that there has been no mistake as to the

superior character of the equipment in American factories and on our transportation systems.

This is the pleasant side of the picture. The other and more disagreeable side is the fact that the United States stands almost at the bottom of progressive nations in the training of its people who are now handling and who, in the future, will handle this equipment. This is the great problem and the one that is now receiving due recognition.

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### **REALIZING ON SPECIALIZED TRAINING**

The *Detroit Free Press* recently contained an article which advised the readers of that progressive Middle West publication that "the specialty salesman, who concentrates all his efforts on a single article or proposition, like automobiles, cash registers, stocks and bonds, or insurance, is the 'man of the hour' in the modern profession of learning."

Specializing and concentrating on one effort should, and usually does, produce results of a quality higher than may be expected from ordinary application. But there is danger of concentration which excludes a broad understanding.

Specialized knowledge should be of the post-graduate character and should always have, as its foundation, a training which should include an understanding of all of the factors which are basic in modern civilization. However, a general education without specialized training does not usually result in accomplishing much beyond the ordinary. Perhaps the best education one can possess may be described as a "specialized development resting on a scientific basis."

Parents are giving more and more thought to the selection of school and college courses for their children. A word of warning, not to attempt specialized instruction until the foundation has been fully developed, may be timely.

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### **PUTTING BUSINESS ON A SCIENTIFIC BASIS**

Citizens of the United States have long cherished the hope that facilities for educational research work might be developed in this country to a point where they would equal, if not excel, similar advantages in the more progressive countries of Europe.

The movement in the United States has not been confined to the arts and sciences, nor yet to the professions, but its scope includes business and agriculture as well.

The most notable development in medical research is backed

by the Rockefeller Foundation, which has heavily endowed Rush Medical College of the University of Chicago. Recently \$10,000,000 was added to this endowment, making a total of \$40,000,000 now set aside, the revenue of which will be devoted exclusively to medical research. Able authorities estimate that this will furnish sufficient revenue to carry on work which will be the equal of that done in the best medical research laboratories of Europe.

The recommendations of President Butler of Columbia University, in his annual report, recently issued, for an increase of \$30,000,000 in the endowment of that institution, promises even more far-reaching benefits. Thirty million dollars is a vast sum of money. In fact, it equals the total amount received by Columbia during the administration of both Seth Low and Dr. Butler, but the sum can be raised and will be raised.

Dr. Butler sets forth in his report the most elaborate plans for research work which have probably ever been formulated by any university. And one of the most important of these projects is the establishment, at Columbia, of a great industrial research center on as imposing a scale as any of the medical or scientific centers of Europe.

Dean Frederick Goetze, of the Graduate Engineering School, aided by a special committee, has worked out the details of such an industrial center.

The plan contemplates the building of a great laboratory on a site along the Hudson River near the university. Manufacturers throughout the country could bring to the university, with such a laboratory, their great chemical, mechanical or other engineering problems for solution at the hands of experts who will devote their entire time to such work. Most of the large industrial plants have their own research laboratories, and it is proposed by Columbia to bring to the university the problems which are now submitted to private laboratories. Many of Columbia's leading engineers are already working on problems of caring for waste products.

The importance of such a center is emphasized by President Butler, who says:

"The European war has served at least one good purpose in arousing our industrial managers and our public men from their long sleep of indifference to scientific inquiry and to scientific progress. It has now been heavily borne in upon them that what some American industries waste would support a principality under wiser and keener administration. The future of American

industry is bound up with the future of American science. The schools of mines, engineering and chemistry, already distinguished in high degree and now upon that advanced plane which invites only the highest type of student and releases time and energy for genuine research, are anxious and ready to undertake with great energy some of those specific tasks which will aid American industry to improve its products, to decrease its waste, to co-ordinate its processes and to multiply its resources for dealing satisfactorily with the many-sided human problems which industrial relationships and industrial enterprise of necessity involve."

With an industrial laboratory doing research work of the character described at Columbia University and the possibility of many similar laboratories in other American universities and the broadening of our educational systems to include a thorough industrial education for the boys and girls who are to enter business, the outlook for the industrial supremacy of our country among the other nations of the world is indeed promising.

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#### **TABLOID EDITORIALS**

IOWA HAS SERVED NOTICE of her intention to join the progressive states in the advancement of industrial education. A most comprehensive inquiry into the needs and possibilities of vocational training has been set on foot in that state. Leading educators, professional men and representatives of manufacturing industries are behind the movement. Some of the questions now being considered are: Special vocational schools. To what extent may co-operation between the store, the shop and the factory and the school be encouraged or carried out? Should courses in vocational training be organized to complement or parallel well-selected subjects in liberal arts during the latter years of the high school, including the tenth, eleventh and twelfth grades, coming to be known as the senior high school period and representing fifteen to eighteen years of age?

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THERE IS A GROWING CUSTOM among the agricultural colleges of the different states to add engineering courses to their curricula. And why not? A good farmer may be also a good engineer.

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J. A. WHITEFORD, city superintendent of schools of Oklahoma City, recently conducted an inquiry as to what constitutes the essentials of an efficient teacher. There was general agree-

ment that an efficient teacher should possess enthusiasm, sympathy, patience, knowledge, common sense and knowledge of human nature, and the importance of the subjects were determined according to the arrangement given above. To the mind that has received its training in industry, the distinction between common sense and knowledge of human nature is vague. It is, however, interesting to learn that a body of teachers would place "knowledge" as fourth in importance. It would be interesting to know whether a body of industrial instructors would reach the same agreement as has been reached by the academically trained minds.

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DR. F. E. SPAULDING, superintendent of schools of Minneapolis, recently stated that there were 16,000 boys and girls of high school age in his city who do not go to high school. Dr. Spaulding finds that the reason for this condition, in the majority of cases, is that the ordinary high school curriculum is not sufficiently broad in scope to give them what they want. While he considers the conditions in Minneapolis as discouraging, it is probable that if figures could be secured of other municipalities, that Minneapolis would rank relatively high, which serves to indicate the need of a general remedy.

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MR. H. H. CROWELL, one of the members of the National Society of Engineers, undertook to make an industrial survey, with a view to ascertaining what the industries of the nation could do in the way of preparedness in a time of emergency. Speaking before the Grand Rapids Engineering Association, Mr. Crowell enunciates this policy: "America first—efficient in all its peace undertakings—and, when necessary, through industrial preparedness—America—efficient in any emergency."

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J. L. McBRIEN, school extension agent, United States Bureau of Education, Department of the Interior, has issued the following statement:

"The advantages of a state with a mandatory compulsory school attendance law and a long rural school term, over a state with only an optional compulsory school attendance law and a short rural school term, are clearly seen in California and South Carolina. The average rural school term in California is 178, the average rural term in South Carolina is 94.5 days, according to the latest statistics showing separately the length of rural and urban school terms. The average number of days attended by

California children between the ages of five and eighteen, that is, during their compulsory school period, is 111.9 days per year, while in South Carolina it is only 41.3 days per year. On this basis of attendance from the first to the twelfth grades, inclusive, that is, extending from the first grade through the high school, the average education for each child in California was 1,342.8 days, while the average education for each child in South Carolina is only 495.6 days. California gives a higher average number of days' education for each child than any other state in the union; only the District of Columbia gives more—1,399.2 days."

JUDGE V. W. GRUBBS, widely known for more than twenty years as an editor and publisher of the Lone Star State and one of the leading advocates of industrial education, in a recent interview stated that he would attend the regular session of the 35th Legislature of Texas, and, says the Judge, "I shall have a hand in some legislation in behalf of the cause of industrial education. I shall favor the establishment of not less than three agricultural, mechanical and industrial colleges of secondary or intermediate class to serve as a connecting link between the high schools and the present Agricultural and Mechanical College. Additional means will have to be provided to train young men and women for the work of the farm, the work-shop and the home."

PROFESSOR E. W. WEAVER, of Boys' High School of Brooklyn, has prepared data showing that, through the Vocational Bureau connected with his school, about 700 boys have been placed in industry, and these boys, as a rule, stay at their jobs and give satisfaction to their employers. As Mr. Weaver points out, "This is a big start on the solution of the problem as presented by the 30,000 boys and girls who go out from the New York schools every year and who enter occupations for which they have had no training." It is gratifying that a bureau has been found through which real vocational placement may be carried on.

A CONFERENCE was recently held at Springfield, Mass., of boys and girls from the Northern Atlantic States who had been selected from vocational schools to contest in bread-making and canning exhibitions. Such a contest, under educational auspices, sounds queer, and yet what is of greater importance than a knowledge of foods, their care and values?

## DEFINING OUR ASSOCIATION'S ACTIVITIES

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### A DETAILED REPORT MADE BY THE PROGRAM COMMITTEE TO THE EXECUTIVE COMMITTEE AT ITS OCTOBER MEETING, THE OBJECT BEING TO MORE DEFINITELY FIX IN THE MINDS OF OUR MEMBERS THE GENERAL ORGANIZATION PLAN AND DUTIES OF OFFICERS AND COMMITTEES

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At the October meeting of the Executive Committee the Program Committee submitted the detailed report which follows and which was approved by the Executive Committee. The Executive Secretary was requested to send a copy of the report to each chairman of the sub-committees, asking for criticisms and suggestions. The Executive Secretary having complied with the request of the Executive Committee and no criticisms or suggestions having been received, the report is now opérative and is here published that all our members may be fully advised.

#### **Report of Program Committee**

The functions of the Association are threefold:

1. To develop the efficiency of the individual employe.
2. To increase efficiency in industry.
3. To influence courses of established educational institutions more favorably toward industry.

The committees of the Association are organized to efficiently serve the members in realizing the purposes of the organization. It is hoped that through this committee plan a staff of experts upon various phases of the corporation educational activities may be developed and be referred to for consultation and advice, either by individual members or by other committees on such problems as may come within the scope of their committees.

In so far as possible, committee members should be selected from those who are engaged in the particular sub-division of work to be investigated and reported upon. In every case the chairman of the committee should be qualified by actual experience in the field of work which the committee is to undertake.

#### **Duties of Executive Committee**

It has supervision over the affairs of the Association through the administrative officers.

It decides the Association's policies and general methods of procedure.

It apportions the Association's funds for the uses of the Association's officers and committees.

It determines which matters are of sufficient importance to refer to the Policy and Finance Committee or to the Association as a whole.

It is responsible for the personnel of standing and special committees.

It audits the books of the Association's officers.

It formulates its own rules of procedure.

The President serves as chairman of the Executive Committee and presides at its meetings.

The Executive Secretary records the proceedings of the meetings. He issues written copies of the minutes of each meeting to each administrative officer, executive committee member and each Class "A" member of the Association.

#### **Duties of the President**

He presides at business meetings of the Association as a whole.

He acts as official representative of the Association.

He signs all official documents.

He is responsible to the Executive Committee for the administration of Association affairs in accordance with policies established and methods approved by the Executive Committee.

He delegates special duties and rules on matters not passed upon by the Executive Committee when not of sufficient importance to justify the calling of special meetings of the Executive Committee and reports on the same at the next regular meeting of the committee.

#### **Duties of the First Vice-President**

He performs the duties of the President in the absence of that officer and succeeds to the office in case of vacancy.

He supervises the work of the committees on "Association problems."

#### **Duties of the Second Vice-President**

He performs the duties of the President or First Vice-President in the absence of those officers and succeeds to those offices in case of vacancy.

He supervises the work of the committees studying "general problems."

#### **Duties of the Secretary**

He is responsible for supervision of the committees handling "school problems."

**Duties of Executive Secretary**

He maintains headquarters and conducts all general correspondence; he edits the **MONTHLY BULLETIN** and edits and publishes Proceedings of the annual conventions; and does any other work delegated to him by the Executive Committee.

**Duties of the Treasurer and Assistant Treasurer**

He keeps proper account of all receipts and expenditures and reports monthly or as required by the Executive Committee.

He keeps committees informed as to their appropriations and expenditures.

He has custody of the Association's funds.

He is responsible for disbursements being made only on the proper authority.

He has charge of the Association's relations with banks.

He collects all dues and assessments.

**Duties of Committee Chairman**

He is presiding officer of his committee and is responsible to an executive officer, depending on the nature of his committee work.

He is responsible for carrying on work delegated to his committee in accordance with the Association's policies.

He is responsible for keeping the President informed, through the proper executive officer, as to plans, progress and results of work under his supervision.

He is responsible for the preparation of an annual report and such other reports as are required covering his committee's work.

He is responsible for keeping within the appropriations for his work.

He approves expenditures by his committee.

He is responsible for keeping the Executive Secretary advised of the date of Association events to be given under the supervision of his committee.

He is responsible for the efficient carrying out of work by his committee by such organization and division of duties within his committee as he deems advisable.

He is responsible for keeping the editor of the **BULLETIN** informed regarding his committee's activities.

He is responsible for securing through the executive officers for maintaining the proper personnel for his committee work.

**Duties of Committees**

**Policy and Finance.**—It advises the President and Execu-

tive Committee regarding matters of policy affecting the Association's work.

It advises also regarding the financing of the Association's work.

**Membership.**—Its functions are to maintain and increase the membership of the Association.

It investigates for the Executive Committee the withdrawal of members and the reinstatement of former members.

**Publications.**—It supervises all matters intended primarily for keeping the members and public informed as to the Association's activities.

It supervises the Association's publications.

It acts as an advisory board to the editor of the BULLETIN and of the Association's Proceedings.

**Public Education.**—It keeps the Association informed regarding progress in public education as bearing especially upon industrial and commercial lines.

It is responsible for advising as to the best method of co-operation with public educational institutions, such as co-operative and part-time schools.

It devises plans for the influencing of courses in established educational institutions to meet more fully the needs of industry.

**Allied Institutions.**—It studies and investigates questions of industrial and commercial education as being furthered and fostered by similar organizations and allied institutions.

It is responsible for furthering means of co-operation with such institutions.

**Local Chapters.**—It is responsible for the relations with the Association's Local Chapters.

It supervises the organization of such groups of Association members into local chapters and has supervision over their activities.

It is responsible for the furthering of the Association's interests through its local chapters.

**Vocational Guidance.**—It keeps the Association informed regarding progress in vocational guidance in public and corporation schools and in industry.

It studies methods of aiding corporations in the proper determination of employees' fitness for particular tasks.

**Employment Plans.**—It keeps the Association informed regarding best method of employing, placing and transferring people within business organizations.

It studies also matters of organization bearing upon the

work of employment departments and their relation to the educational work of corporations.

**Safety and Health.**—It investigates and reports as to the value of printed signs and mechanical means of preventing accidents in comparison with educational methods.

It studies educational methods of dealing with the general problems of safety and health of employes.

It suggests best methods of including such instruction in the curricula of various types of corporation schools.

**Administration and Supervision of Corporation Educational Work.**—It studies and advises regarding best methods of organizing, administering and supervising educational work within corporations.

It studies methods of selection and training of teachers and qualifications for supervisors of educational work.

It studies methods of accounting in educational departments.

It develops methods for checking the efficiency of corporation school work.

**Educational Methods in Corporation Schools.**—It studies educational methods to determine their adaptability to the corporation school and adult workers.

It studies such matters as development of courses and deciding upon contents of curricula.

It studies such educational methods as laboratory, observation trips, recitation, examination, library, supervised study and lectures and correspondence.

**Trade Apprenticeship Schools.**—It studies corporation schools whose primary purpose is that of teaching trades, including the acquiring of skill.

It studies best methods for presenting classroom instruction and experience in instruction shops and in operating departments as associated with school work.

**Selling and Distribution Schools.**—It is concerned primarily with the problem of selling and distribution from the standpoint of manufacturers and jobbers.

It studies the problem of training salesmen and advertising men through class instruction, conferences and conventions.

**Retail Salesmanship.**—It studies the problem of the training of sales people in retail establishments.

**Office Work Schools.**—It studies best methods for instructing in the duties of workers in offices.

Its work covers the field of clerical, stenographic and correspondent activities.

**Special Training Schools.**—It studies the giving of education within a business when designed primarily for the development and training of new and old employes for executive, technical or other important positions.

It studies plans for the training of "non-commissioned officers" in industry.

**Unskilled Labor.**—It studies primarily the problem of adapting unskilled and foreign-born labor to the needs of American industrial institutions.

It studies also questions of broader training through the teaching of English, of citizenship and civics in their relation to corporation employes' activities.

**Corporation Continuation Schools.**—It studies the problem of schools carried on under corporation auspices which are designed primarily for the broadening of the employes' knowledge of a particular business through related study and primarily to aid employes to fit themselves for advancement.

It studies the problems of education and training which are carried on under corporation control, parallel to similar activities as conducted in public continuation schools as required by the state or municipality.

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#### **JAPANESE HERE TO STUDY INDUSTRIAL SCHOOL WORK**

K. Nagao, principal of the Osaka Technical School and chief director of the Osaka Industrial School for Boys, in Osaka, Japan, came to Philadelphia recently to study the system of industrial education in the public schools. Mr. Nagao, who represents the Japanese Government in his investigations, has studied the school systems of San Francisco, Los Angeles, Denver, Chicago and New York.

The Industrial School for Boys is under private management, for the government has as yet no industrial training as a part of the public school education. There is as yet, according to Mr. Nagao, no provision for training Japanese girls in vocational subjects.

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ON THE OPENING DAY of the Manual Training Schools of New Orleans every seat in the elementary and high school division was occupied and there was a long waiting list. In previous years there has been much unoccupied room in these schools.

## NEWS ITEMS ABOUT OUR MEMBERS

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**REPORTS OF SUB-COMMITTEES—INFORMATION ON THE USE OF THE TELEPHONE—WESTERN UNION'S EDUCATIONAL PLANS—DAWN OF THE DAY OF EFFICIENT SALESMANSHIP—DR. DUBLIN'S CONTRIBUTION TO THE DISCUSSION OF HEALTH TOPICS—F. W. THOMAS ADDRESSES THE NEW YORK RAILROAD CLUB ON THE TRAINING OF YOUNG MEN FOR PROMOTION.**

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### **Co-operation Again Requested in Increasing the Value of the Bulletin**

With the October issue of the BULLETIN there was inaugurated a new policy which embraces the publication of interesting facts in relation to the educational activities of our member companies.

The amount and character of this class of articles must necessarily vary according to the sources available through which information can be received. More information has appeared in relation to some of our member companies than of others. Two facts account for this condition, either this information has been available through house organs or other publications which have been forwarded to the Executive Secretary's office, or the articles have been written and sent in by representatives of the companies which have been mentioned.

The editor of the BULLETIN would like to be impartial in publishing these articles, but he must rely entirely upon the co-operation of the representatives of our member companies. It is probable that all, or nearly all, of our members are doing something educationally which contains helpful suggestions, and the editor again appeals to our Class "A" representatives to keep him advised so that their activities may be duly chronicled in the BULLETIN.

The editor of the BULLETIN will gladly write articles and assist in every way, but information must reach him in some form.

Our Class "A" members, as well as our Class "B" and "C" members, are again requested to kindly bear in mind that our Association is co-operative in character and that we collectively get out of the activities of our Association what we individually contribute.

**Meeting of the Sub-Committee on Retail Selling**

The Committee on Retail Salesmanship of The National Association of Corporation Schools met October 21, 1916, at the offices of the New York Edison Company. The following members of the committee were present:

Miss Beulah Kennard,

Mr. W. A. Hawkins,

Mr. Ralph W. Kinsey,

Miss Harriet R. Fox.

Dr. Lee Galloway, under whose supervision the committee works, was present also.

The committee reviewed the classes of salespeople as enumerated in a paper on Retail Sales Training, prepared by Mr. H. J. Tily for the 1914 Convention (page 68, Proceedings). They feel that education of some kind must be provided for everyone selling or expecting to sell; while additional courses must be provided for those of Class B, according to the before-mentioned classification, and additional inducements offered to secure the services of both men and women in Class A.

A survey made by the committee of 1915-1916 established the fact that very little training in salesmanship is in progress in either stores or schools. It is the opinion of the committee that the stores must provide training for employes now in their establishments and also for those who may be employed from time to time and whose schooling has not extended beyond the eighth school year. The teaching of salesmanship by schools should occur in the upper high school classes and should be undertaken very extensively, since so many people are engaged in retail selling. The census of 1910 does not classify retail salespeople separately from wholesale salesmen. The following table appears in the census report:

	<i>Total</i>	<i>Male</i>	<i>Female</i>
Salesmen and saleswomen.....	921,130	663,410	257,720
Auctioneers .....	3,930	3,925	5
Demonstrators .....	4,380	1,250	3,130
Sales agents .....	35,522	31,424	4,098
Salesmen and saleswomen (stores)	887,238	626,751	250,487

Closely related to these salesmen and saleswomen are the following:

	<i>Total</i>	<i>Male</i>	<i>Female</i>
Clerks in stores.....	387,183	275,589	111,594
Commercial travelers .....	163,620	161,027	2,593

At the Thirteenth Census the tendency of the enumerators was to return "salesmen" as "clerks." As a result, many of

those reported above as "clerks in stores" evidently are "salesmen and saleswomen."

Of the great number now selling, it is probable that only a very small number chose this as a life work. The majority drifted into the stores at different ages and eventually were placed at selling. It is desirable that selling should be chosen as a vocation, and to bring this about the work must be dignified in the minds of the people and it must offer suitable monetary rewards. Courses of training will add to the efficiency of the worker and to his interest in his work and will go far toward dignifying the work. Dignity alone, however, will not induce the right sort of young people to choose selling as a life work. There should be in each establishment a definite scheme of promotion, first within a department and then to other departments. Training, with its results of efficiency and dignity, promotion and fair remuneration must go together to cause a good type of young person to elect salesmanship as a life work.

There is another feature of employment in many retail establishments which renders these positions undesirable, and this is the uncertainty of employment. This condition cannot be avoided in seasons of special activity, such as Christmas and Easter, but it should be avoided to a much greater degree than it is at present in many places. The salesman who seems to be losing his vigor should be notified of this condition. Many causes may contribute toward his apparent loss of power, some of which may be removable. During periods of normal business, dismissal should occur only for cause, or after an attempt has been made by the store to help the salesman bring his work up to the standard.

The committee purposes preparing a course of study for stores, a course for high schools, and plans also to consider the question of teachers and of the management of store schools and of the certification of students. At the next meeting a report will be made upon the teaching of salesmanship in the schools of Boston, New York, Philadelphia, Cleveland and other places.

This committee will ask the Committee on Employment to consider the question of employment as applied to retail sales force and to suggest reasonable requirements for this occupation.

Under the heading of *teachers*, the utilizing of the buyer with his knowledge of merchandise will receive attention.

The topics to be studied will be divided among the members of the committee and will be reported at the next meeting, November 18th.

The committee is unanimously of the opinion that the edu-

cational activities conducted in the stores will have but small success until two factors prevail: first, knowledge of the salesman's work and ability and definitely stated and firmly followed principles of promotion; and second, active and hearty backing by the highest known authority in the company.

*Suggestions.*—Let the store open its doors to the public one half hour later than the hour for the employes. Use the half hour thus gained for stock work and for instruction. One day a week a store executive should meet as much of the force as could be gathered in one place. On other days the buyers and teachers could meet employes in groups.

College men needed and induced to enter the department store by definite promises as to salary and promotion. •

*Practice in the Jordan-Marsh Store.—*

Three months in receiving department—\$12.

Three months back of counter—\$12.

Three months floor selling—\$15.

Nine months in three other selling departments—\$15.

Three months floor manager—at the end of the first year the salary is \$1,200; at the end of the second year the salary is \$1,500, and the position that of assistant buyer.

Question raised in committee meeting—Why not offer the same inducement to college women?

Would it be possible to have present at some committee meeting a member of each firm represented upon the committee?

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**The Day of Efficient Salesmanship is at Hand**

Mr. N. A. Hawkins, General Sales Manager of the Ford Motor Company and President of the World's Salesmanship Congress, accompanied by Mr. Hugh Chalmers, President of the Chalmers Motor Company, and Mr. Edward A. Woods, President of the National Board of Underwriters, are visiting the larger cities throughout the United States and establishing salesmanship clubs. These gentlemen recently held a meeting in New York, where a club was organized.

The idea underlying the plan is that the day of efficient salesmanship is at hand and that at the close of the European war this country will have to exert itself to the utmost if it wishes to hold its place as one of the great export nations of the world.

The offices of the New York club are at 303 Fifth Avenue. Plans have been made to erect a club house in the near future.

Mr. Hawkins and Mr. Chalmers are enthusiastic supporters of our Association, both the Ford Motor Company and the Chalmers Motor Company being Class "A" members.

### **The Value of Courtesy in Telephone Service**

The New York Edison Company has probably accorded larger recognition to the value of courtesy in telephone service than has been given by any other industrial organization. This company not only gives a course in its educational department on the use of the telephone, but it also issues a booklet which contains fifteen principles vital to good telephone service.

The demand for this booklet has been so insistent that the essential principles taught are here reproduced:

1. When calling for an outside connection, ask for the number, not the name. Do not expect the operator to get the number for you. Such practice interferes with prompt service.
2. When calling for a connection, hold the line and, when connected, be ready to speak at once.
3. Answer the telephone promptly.
4. Speak pleasantly in an easy conversational style, always using the rising inflection of the voice.
5. Speak directly into the transmitter and enunciate distinctly.
6. Announce the bureau; then your own name.
7. It is an excellent rule to get the name, address and telephone number of the person transmitting an order as early as possible in the conversation.
8. If you are asked for information which you cannot immediately give, do not tie up the telephone equipment and keep the inquirer waiting, but tell him that you will call him as soon as you have obtained the information. Be sure to call him again at the time promised, either to give the desired information or to explain why further delay is necessary.
9. When necessary to transfer the call do not jiggle the hook. Move it up and down slowly. The operator will not get the signal unless contact is made by the hook.
10. When speaking to a switchboard operator, where more than one is employed, do not use another telephone to ask for a transfer of the call.
11. Use the phrase "Please transfer this call to —," instead of "Transfer this party to —."
12. Use the expression, "Engaged on another wire," instead of "Busy."

13. Realize your responsibility for the telephone on another's desk. In his absence answer his telephone promptly, announcing the bureau and the name of the person whose telephone you are answering. Make a note of the message, using our "While you were out" pad.

14. In answering calls for another, use the phrases: "Who is calling, please?" "If you will give me your number, I will ask him to call you." "If you will give me your number, I will see that you get the information as quickly as possible."

15. Do not neglect to say "Good-bye" when the conversation is ended. We all recall the disagreeable sensation experienced when the party to whom we have been talking hangs up while the receiver is still at our ear.

The New York Edison Company has about 25,000 calls a day from the public. One instantly grasps the importance of good telephone service. Here are 25,000 opportunities daily to either create good will or dissatisfaction.

The telephone has become one of the chief means of transacting business and the importance of good telephone service has not received the recognition it deserves. When a company is called on the telephone and an office boy answers, the office boy speaks for the company and the organization is judged by the impression which the office boy makes. There should be just as complete courtesy when speaking over the wire as when speaking face to face in a personal interview.

Corporations which adopt the fifteen rules here given may be surprised at the improvement which will be noted in their telephone service.

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#### **Dr. Dublin Contributes to Discussion of Health Topics**

Dr. Louis I. Dublin, Statistician of the Metropolitan Life Insurance Company and Class "A" representative of that company in our Association, is one of the most indefatigable workers along lines for improving the general health of the public. Dr. Dublin has recently contributed, in pamphlet form, discussions on the following subjects:

"The Improvement of Statistics of Cause of Death Through Supplementary Inquiries to Physicians."

"A Study of 1,153 Cases of Scarlet Fever, with Especial Reference to their Sequelae."

"Factors in American Mortality." A study of death rates in the race stocks of New York State.

"Mortality from External Causes Among Industrial Policy-holders of the Metropolitan Life Insurance Company, 1911-1914."

"The Interest of the Community in Cancer."

"Occupational Mortality Experience of 94,269 Industrial Workers."

There is a growing recognition that health is the greatest asset alike to families, communities, industrial institutions and nations. The principles which underly and govern health can be taught.

The pamphlets can be secured from the Metropolitan Life Insurance Company and should prove of great value to our members in their efforts along health and safety lines.

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#### **Meeting of the Employment Plans Committee**

A meeting of the Employment Plans Committee was held on Friday, October 27th, in New York.

Present: Messrs. Pitzer, Reilly, Dougherty, Nystrom and Skiff.

After a short discussion at 120 Broadway, the committee adjourned and reconvened in the office of the Executive Secretary of the Association, who discussed with the committee various phases of its contemplated work.

After a further discussion, the committee decided to proceed along the following lines in compiling its report for the convention to be held in 1917. It will investigate turn-over in various types of business, and in those concerns where the turn-over has been decreased, the reasons bringing about such turn-overs to be analyzed and the findings to be presented to the meeting in the form of a report. Before starting these investigations, each member of the Employment Plans Committee will outline what, in his opinion, constitutes factors in reducing turn-overs.

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#### **The Training of Young Men for Promotion**

At a recent meeting of the New York Railroad Club, "The Training of Young Men for Promotion," a topic of vital importance, was discussed. F. W. Thomas, Supervisor of Apprentices of the Atchison, Topeka & Santa Fé Railway, presented the paper of the evening. G. M. Basford, President of Locomotive Feed Water Heater Company, through whose efforts, in a large measure, the rejuvenation of apprenticeship is due, led the discussion, followed by C. W. Cross, Vice-President Equip-

ment Improvement Company, and many others prominent in railroad official circles, as well as those directly interested in training the men who in the future will be in official positions.

The New York Railroad Club draws its membership from leading railroad officials all over the United States and the deliberations of this body are held in high esteem by all railroad men. It was clearly demonstrated that at the present time the most vital problem confronting motive power officials is the question of training men for positions of responsibility. For years past large sums of money have been spent by the railroads in developing and perfecting machinery and in the elaboration of problems involving operations on a tremendous scale. The effectiveness of these improvements in material things depends upon the degree of intelligence which controls their use. In order to train men for using the improved equipment and select minor executives, the paper of the evening and the discussions which followed brought out very emphatically that such training depends upon an adequate apprenticeship system which affords school instruction coincident with shop work. As outlined in the paper of the evening, the training of men for positions of responsibility offered by an apprenticeship system depends upon two considerations: the foundation upon which to build and the material with which to build. The scheme is to select boys who have completed grammar school or better and examine them as to their mental make-up in order to determine their accuracy, industry and alertness. Four years of shop work, together with four hours' schooling per week during their apprenticeship, constitutes the fundamental training. Those showing capacity for leadership are selected for special training. A second source of supply is to take college graduates as special apprentices who have served one year as such. These young men are then given a special training course, in which they familiarize themselves with all phases of railroad work. The training is intensely practical and enables these young men to take positions of responsibility after they have served their time.

This scheme in general is now being followed by many of the leading railroads. All officials of the future will be men who have received this special training. It was brought out in the course of the discussion that on the Pennsylvania Railroad all the officials, from the president down, are men who at one time were special apprentices and received their early training in that great "Railroad University," the Altoona shops. Other railroads, too, are now seeing the necessity of training their own

men and making promotions from their own numbers by educating young men who become skilled mechanics.

It is interesting to note, too, that at this meeting sentiment was unanimously in favor of the new apprenticeship system. It was pronounced a success by all those trying it and the railroad apprentice school considered a permanent adjunct of railroad shop management.

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#### **Meeting of the Sub-Committee on Public Education**

On October 31st the sub-committee on Public Education met in New York and definitely determined on the following program to comprise its work prior to the Fifth Annual Convention of our Association:

(a) An investigation of what is being done by the public schools in teaching English to foreigners; how far it is parallel to the work which is being done by corporation schools, with an idea of determining under what conditions it is proper for us to expect the public schools to do this work, rather than having to do it ourselves. This will also include a study of methods of teaching which are used in both the corporation schools and in the public schools.

(b) A study of pre-vocational work as it is carried on in the public schools, with a view to seeing whether it is, or might be, made of considerable value to those who become future employees of corporations.

(c) A study of co-operative work between shops and schools of the grade ordinarily called "Secondary Education." This will have in view the object of endeavoring to ascertain what forms of co-operation have been found successful, and of defining the conditions under which they are successful, also of determining whether or not this work is more efficiently done if conducted by the corporation schools themselves, or whether it is better to divide the responsibility between the public schools and the corporation schools.

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#### **An Educational Suggestion for Western Union Employees**

The Committee on Education of the Western Union Telegraph Company has issued a pamphlet giving details of three courses of study which have been planned, viz.:

- 1st—Testing, Regulating and Inside Plant,
- 2d—Commercial,
- 3d—Outside Plant.

The service of the Western Union is becoming more highly specialized every year. It offers a life career to many thousand young men and women, some of whom no doubt desire a more detailed and intimate knowledge which comes only by serious study.

To this end, the company proposes to make an arrangement with one of the leading schools of correspondence, whereby employes of the company may secure, at low cost, courses of study in the several branches of the telegraph business.

As the Western Union offices are widely distributed, the correspondence method of instruction has been deemed the most feasible, supplemented by practical training for a limited number of employees.

In announcing the courses the educational committee says:

The expenditure of effort required to complete any of the courses outlined, and the sacrifices involved, should not be underestimated. On the other hand, adherence to a definite course of study tends to give the student an increased interest in his or her vocation and a generally broader outlook.

While the courses as planned should be of material assistance, the enrolment and completion of a course will not necessarily secure promotion, since the company will continue its policy of advancing employes whose general fitness renders them eligible for higher responsibilities.

In order that the employes taking the courses may have the benefit of the latest knowledge concerning the principles underlying the construction and operation of telegraph equipment and modern commercial methods, the company has already spent a large sum for the preparation of suitable texts. Furthermore, the company expects to incur additional annual expenses of considerable amount to carry on the work. From these expenditures the company will derive no profit whatever except the indirect benefits resulting from an improved service and the increased interest of the employes in their work. The money paid by the employes for the courses goes direct to the school and is retained by it in compensation for texts and instruction.

A student may take an examination at any time upon any text, which will obviate the need for time spent upon any subject with which he or she is familiar. It is expected, however, that employes will take the entire course in which they enroll, and therefore great care should be exercised in selecting courses.

In the course on testing, regulating and inside plant, prac-

tical mathematics, practical physics, elements of electricity, mechanical drawing, mechanism, elements of telegraphy and detailed instruction on the equipment will be given. Algebra, elements of trigonometry, direct and alternating currents, underwriters' requirements, automatic and printing telegraphy, submarine telegraphy, fundamental principles of telephony, simultaneous telegraphy, telephony and telephone train dispatching will also be included in the course.

In the course on outside plant, several of the subjects taught are continued, such as practical mathematics, elements of electricity, mechanical drawing, higher mathematics and study of equipment.

In the commercial course, commercial arithmetic, written English, commercial correspondence, commercial geography, theory of accounts and bookkeeping, commercial law, questions on the Western Union book of "Rules and Tariff," salesmanship and elements of telegraphy are given.

#### **How to Use the Telephone**

The Southern Bell Telephone and Telegraph Company, with headquarters at Atlanta, Ga., has recently issued a booklet on "How to Use the Telephone." The primary purpose of the booklet is to be helpful to beginners in business and others who desire to know the best way of doing even so simple a thing as using the telephone. As telephone service is becoming increasingly more important in business, a copy of this booklet in the hands of all our members would undoubtedly prove helpful. Mr. Kendall Weisiger is the Class "A" representative of this company and would undoubtedly be glad to supply our members with a copy of the booklet for the general good of all. From a circular letter, issued to the managers of the companies, which accompanies the booklet, we reproduce the following paragraphs:

"This pamphlet, if properly presented to business schools and colleges, should meet with hearty reception, particularly if you offer to give several lectures explaining the many details, little known to the public, that go to make up good telephone service. Coupled with this should be an invitation to these classes to visit the telephone exchange after the lecture.

"In addition to this, care should be taken to see that our employes are using the telephone properly, for no amount of educational work will offset the handicap of bad example from telephone people themselves.

"Our first step should therefore be to see that the members

of the organization, collectively and individually, are setting the proper example and to encourage them to so instruct the persons in their own immediate families. One good way to begin is to hold a meeting of employes and give them a talk and copies of the pamphlet."

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#### **Meeting of Committee on Safety and Health**

During the recent Safety Convention at Detroit, Mr. Sydney W. Ashe, Chairman of the Committee on Safety and Health, and Mr. Arthur T. Morey, a member of the committee, representing the Commonwealth Steel Company, held a conference. Mr. Ashe has since taken up with the other members of the committee the question of what particular activities the committee should devote its attention to prior to our fifth annual convention. The following conclusions have been reached:

First.—To lay out a course of instruction on preventive health measures for schools.

Second.—To show the relation of health instruction to the reduction of accidents and increased efficiency.

Third.—To indicate the educational value of various employes' insurance associations, as a means of stimulating interest in preventive health measures, as well as take care efficiently, at a minimum of expense, of those cases which need help.

Mr. Ashe suggests the advisability of adding to the committee physicians, representing industrial institutions, who are devoting their energies to safety and health subjects. This matter will be brought to the attention of the executive committee at its meeting on December 5th.

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#### **Eastman Kodak Company Establishes an Evening School**

The Eastman Kodak Company has established an evening school for the employes of its Kodak Park Division. In its announcement the company frankly states that all of the details have not yet been determined and no permanent policy has been reached, but that "it is felt that the school will give everyone a chance to strengthen the weak spots in his education. There are times when all of us feel that we should know more about some certain subject. The school should meet that need and so make it possible for us to better fill our present jobs, and also it should prepare us, in time, for better ones."

The hour selected for holding the evening courses is from 5.40 to 6.30. In making the announcement the management states: "What may come in the future is largely dependent upon

what is desired by the majority; in fact, even this year's courses will be modified, if necessary, by the needs of those who attend and by the numbers desiring to take the work."

At first the following subjects will be studied:

Mondays—English, Spelling, Blue Print Reading.

Tuesdays—Arithmetic.

Wednesdays—History, Geography.

Thursdays—Physics and Chemistry.

Fridays—Photography.

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### **Instituting Educational Courses in Sing Sing Prison**

On the evening of November 6th the Executive Secretary of our Association addressed the inmates of Sing Sing prison on "The Educational Requirements of Modern Industry."

Recently there has been organized in the prison educational courses on behalf of the inmates, and Mr. Henderschott has contributed to this work.

The meeting was presided over by Acting Warden Calvin Derrick, who introduced the speaker. An audience of about 250 was anticipated, but, to the surprise and satisfaction of those interested in the movement, over 1,400 were present to listen to the lecture.

As an evidence of the ability of the inmates of prisons to successfully conduct self-government, with the exception of the warden, not a single officer of the prison was present until nearly the close of the session, when one of the guards came in. The address was forty minutes in length and there was perfect attention.

At the present time there are about 1,500 inmates in Sing Sing. This number, however, includes those who do not understand the English language and those in the condemned cells.

If the educational movement which has been instituted in this prison succeeds, as it now promises to do, similar educational courses will be instituted in all the prisons throughout the United States.

While all those who are interested in the subject of prison reform agree with the principles of Mr. Thomas Mott Osborne, there are some who do not agree with all of the methods which have been followed at Sing Sing. The Mutual Welfare League, however, has amply justified its existence.

In this connection some data recently received from Scotland is interesting. Since the outbreak of the European war

552 inmates of reformatories or industrial schools in Scotland have served in the British navy and 5,573 in the army. Ten have been mentioned in the dispatches for bravery, seventeen have been awarded the distinguished conduct medal and two have been given commissions.

Mr. Henderschott has promised Warden Derrick and Principal Stuart that he will advise in the conducting of the prison school and Warden Derrick will shortly visit New York to inspect the educational courses of The New York Edison Company.

#### **Generous Recognition**

Mr. E. J. Mehren, then general manager of the Harrington Emerson Company and now editor of the *Engineering Record*, was the first person to whom the plan of establishing The National Association of Corporation Schools was communicated. Mr. Mehren approved the idea. Dr. Lee Galloway was next consulted and he not only approved the plan but became as enthusiastic as Mr. Mehren. Both of these gentlemen co-operated earnestly during the days when the idea was being transformed into a reality. For this reason the following communication, received from Mr. Mehren under date of November 9th, is especially gratifying:

ENGINEERING RECORD

*Editorial Department*

November 9, 1916.

"DEAR MR. HENDERSCHOTT:

"I have just been going over the last issue of the BULLETIN of the Association, and am deeply impressed by the wonderful progress that has been made. The list of committees, the virility of their plans and the pertinence of the subjects covered to our industrial conditions are remarkable.

"Allow me to extend to you, the chief mover in the Association's activities, my heartiest congratulations.

"Sincerely yours,

(Signed) "E. J. MEHREN,

"Editor."

#### **Answer to the Question Asked in the October Bulletin**

On page 29 in the October BULLETIN there was a question. In answer to this inquiry or request for information, Mr. Howard T. Vaille, Secretary of the Employes Benefit Fund Committee

of The Mountain States Telephone and Telegraph Company, with headquarters at Denver, submits the following, which is both an answer and an additional question:

"There may be a sufficient demand of the kind mentioned to justify publishers of technical magazines and similar publications leaving some copies unbound, that is, when the magazine pages have been printed and are ready for the binder that certain sets are left unbound, but their margins are perforated and they are tied together with ribbon.

"If it were possible to get pamphlets in loose-leaf form it would be a simple matter for anyone to remove pages which they wished to use and put them in their own binder. I realize that I am raising another question there, however, that is, how an editor shall arrange pages so that no article shall begin or end on a page or leaf with any other article; but that is the publisher's problem."

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#### **Sub-Committee on Corporation Continuation Schools**

A preliminary meeting of the above committee was held in New York, October 21st. The committee arrived at the following conclusions as to the most suitable and effective basis whereupon to proceed with its work:

First.—Continuation schools have not only become an industrial need, but a national necessity, due to the increasing demand for economic scrutiny in the industries and dependence for orderly government upon intelligent citizenship in national life.

Second.—For the attainment of these educational aims, not in a narrow, pedantic way, but in a broad, all human activities covering sense, co-operation of all social forces is essential.

Third.—Our educational system being a highly organized social force, penetrating all stages of national life, the work of the corporation continuation schools should be closely correlated with the work of the public schools, upon the one hand, while, upon the other hand, the results of corporation continuation school activities should react stimulatively upon the public school system.

Fourth.—To this end the Committee on Corporation Continuation Schools should study diligently both the educational needs of the industries and of the industrial workers, intellectually, morally, socially and economically, cultivating at the same time the good will and co-operative spirit of the public school

authorities, reciprocating in the same spirit whenever opportunity offers.

Fifth.—The members of the Committee on Corporation Continuation Schools will bring to the notice of the chairman of the committee the results of their observations as to the need for the establishment, or desirable improvement, of corporation continuation schools.

Sixth.—Corporation continuation schools being closely related in their results to the results of the elementary schools of a given locality, the local educational situation, school laws and child labor laws should be considered, in addition to the corporate needs, when contemplating the organization of corporation continuation schools.

#### **Fred R. Jenkins Heads an Important Educational Development**

Mr. Fred R. Jenkins, the Class "A" representative of the Commonwealth Edison Company of Chicago, is Chairman of the Educational Committee of the Commercial Division of the National Electric Light Association. This committee, which is a very representative one, has developed two courses, which are given on the correspondence plan to the employes of any company that has membership in the National Electric Light Association.

The Commercial Engineering Course is the larger and more representative of the two and most of the member companies have organized classes and discuss each lesson as received, under the direction of a class leader. This course is compiled by men directly allied with or engaged in the electric public utility business and is intended to assist the student in keeping pace with the rapid development in the uses of electricity, thereby enabling him to prepare himself for advancement.

Certificates are presented to all who satisfactorily complete the course.

The course deals with such topics as Salesmanship, New Business, Advertising, Merchandising, Relations to Customers, Meters and Metering, Rates, Illuminants, Cost of Lighting and the many other sub-divisions of the electric operating business.

The course in Practical Electricity is compiled especially for men engaged in the manufacture, sale and operation of electrical apparatus, and treats of the various subjects in a manner that is easily understood by the non-technical man. This course is the first of several specialized courses in the various branches

of the business which will be prepared and offered employes of central station companies. —

### **Eighteen Nationalities in Goodyear Alien School**

The following article is taken from the house organ of the Goodyear Tire and Rubber Company:

"The work with the Goodyear Company among the aliens becomes more interesting to me every day. On my daily tour through the factory I meet hundreds of foreign-speaking men whom I invite to our American classes in Building 25, floor 7.

"The majority of them are glad to hear about the school and promise to come. The invitation sounds strange to some, especially to those who have not been educated in their own country. They talk about the school invitation among themselves, and when I call on them the second time they ask me many different questions. 'Mr. Horky, why are you interested in us and trying to get us into the school?' I reply to them, 'Think, if you were a foreman and had men to work for you who could not speak the same language you do, you could not explain to them what to do and how to do the work. It would be necessary to have men to translate for you. Wouldn't you rather go to the Goodyear Factory School and learn the American language so you can talk to your foremen and understand them without having an interpreter?'

"'Sure,' they all said.

"All of the men standing around me smiled and promised to come to school.

"The other day an old man, about fifty years of age, came to our school, laughing heartily with his friends. He said, 'Look at me, a little boy coming to school.' After class he told me in an earnest voice, 'I never went to school a day in my life in the old country, and am glad that I can come here and learn to read and write.'

"We have been very successful in influencing these men to come to school. We have now enrolled in our school 200 aliens of eighteen different nationalities. They are: Slovak, Poles, Ruthenians, Serbians, Croatians, Slovenians, Hungarians, Germans and Roumanians of Austro-Hungary; Armenians, Syrians and Greeks of Turkey; Lithuanians and Russians of Russia, and the following of their own countries: Italians, French, Germans, Hollanders, Serbians, Greeks and Bulgarians.

"JOSEPH HORKY,  
"Alien Division Labor Dept."

### **Department Store Courses in New York University**

The Department Store courses, under the direction of Miss Beulah E. Kennard, a member of our Association, which were inaugurated in New York University last February, were so well received and were found to be so valuable to the teachers who were either teaching continuation classes in the department stores or part-time students in the high schools that they will be repeated, and the work will be extended to include courses which will afford training adequate for the complete preparation of the department store teacher.

A course in practical salesmanship will also be provided, and a certificate will be given to all who have satisfactorily completed the preliminary and advanced work, due credit being given for work done in the spring semester or in the summer school.

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### **Germany's Advantage in Industrial Development**

BY PAUL KREUZPOINTNER, OF THE PENNSYLVANIA RAILROAD

In the September number of the monthly BULLETIN, on page 4, a short review of "The Cause of Germany's and Japan's Industrial Development" alludes to the fact that both countries started with a clean slate, taking from other countries what was found to be best and engraving it upon the home concern. The writer remembers the time when English capital, English engineers and even English workmen built railroads and public buildings in various European countries until these countries developed industrially, when they borrowed from England what was suitable to their own requirements. Sending young men for apprenticeship to England, or engineers and mechanics going there to work and learn, was as common as our educators, or musicians, did go to German universities.

Educationally, although keeping close tab on what other countries were doing, Germany had a well-developed educational system when expanding industrially, which simply required adjustment to new conditions.

The sciences were taught in the middle fifties in the continuation schools of Munich, long before they were introduced into the smaller American colleges. It was the knowledge of physics and chemistry and economics, acquired in the continuation schools of Munich from 1856 to 1861, which brought the writer into the physical testing laboratory of the Pennsylvania Railroad Company at Altoona in 1882.

But for all that, Germany had an advantage when starting

out upon her industrial development which other countries did not possess, an advantage which is not appreciated by those who are acquainted only with the modern part of German history. When Germany started out upon her modern industrial career she could build upon a thousand years of acquired handicraft skill through the medieval guilds and the severe social-economic and military discipline to which the guilds were subject for some eight hundred years, since the guilds managed their own cities; the city was the guild and the guild was the city. And every city was a walled-in fortress and every member of the guild was armed and had to submit to military training. In 1410 the city of Munich required 150 horses to move its military equipment and two men were engaged all year round to forge arrows. Hence the advantage to modern industrial Germany to easily adjust itself to new conditions upon the basis of century-long ingrained habits of craft skill and economic-military discipline.

Militarism in Germany is not a creation of some monarch, but an inheritance from the Middle Ages, when every craftsman had to be a soldier, liable to be called any moment to his assigned place upon the wall of the city-fortress to ward off a surprise attack by the robber knights.

When the cities lost their standing as political units, the growing state took over the military power as well as the political power.

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#### **THE CHANGED POSITION OF THE SOUTH AS TO THE VALUE OF EDUCATION**

Thomas B. Lawler, in his "Essentials of American History," page 129, says:

"The English governors were indifferent to the establishment of schools or the spread of education in the South. Printing was forbidden by law in Virginia in the seventeenth century. Governor Berkeley said, in 1670, 'I thank God there are no free schools nor printing presses in Virginia and I hope we shall not have them these hundred years.' Private teachers were employed by the planters to instruct their children. The only college in the South, William and Mary, was established in 1693. The sons of the planters were generally sent abroad to be educated. For the poorer classes there were no schools."

The efforts of Senator Smith of Georgia, supplemented by the press of the South, indicate the changed belief in the value of education as between the seventeenth century and the twentieth century.

### **NEW MEMBERS**

Since the last statement appeared in the BULLETIN the following new members have been received:

#### **Class "B"**

F. E. Weakly—Montgomery Ward & Co., Chicago, Ill.

#### **Class "C"**

American City Bureau—87 Nassau Street, New York, N. Y.  
Charles Flammer—A. Schilling & Co., San Francisco, Cal.  
Lever Brothers, Ltd.—Port Sunlight, Cheshire, England.

F. R. Sears—Principal Sheldon School of Business Science,  
Glasgow, Scotland.

S. Schrimshaw—Wisconsin Industrial Commissions, Milwaukee, Wis.

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### **NOTES**

In the November issue of the BULLETIN an article appeared, on page 29, descriptive of enrolments for the educational courses of The Goodrich Tire and Rubber Company. The article should have read, The Goodyear Tire and Rubber Company, the titles having been confused.

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The Vocational Guidance Committee met at Worcester, Mass., on November 13th, in the office of Mr. Charles R. Sturdevant, of the American Steel and Wire Company. This sub-committee is very active this year under the chairmanship of Mr. A. C. Vinal, of the American Telephone and Telegraph Company. As the membership of the committee is somewhat scattered, meetings are held at different points in order to encourage as large attendance as possible.

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Mr. J. William Schulze, Class "A" representative of Robert H. Ingersoll & Brother, and author of "The American Office," has been transferred from the Committee on Corporation Continuation Schools to the Committee on Office Work Schools. Mr. Schulze is an authority on office work subjects.

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Mr. Cecil G. Rice, Class "A" representative of the Pittsburgh Railways Company, has been appointed a member of the Trade Apprenticeship Schools Committee.

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Mr. H. A. Halligan, Vice-President of the Western Electric Company, Inc., has been appointed and has accepted membership on the Policy and Finance Committee.

One of the Class "A" representatives of our Association desires to get into communication with some one competent to assume the direction of its educational work. Applications for this position should be accompanied by full details of the applicant's experience and ability and will be forwarded through the Executive Secretary's office to our Class "A" representative.

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Lever Brothers, Limited, of the Sunlight Soap Company, Port Sunlight, Cheshire, England, have taken Class "C" membership in our Association. Sir William Lever has long been a champion of the corporation school. This membership is the fifth from foreign countries, three having been received from England, one from Scotland and one from Australia.

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The third function of our Association is "to reach the established institutions of learning and influence them to make their courses more favorable to industry." As an evidence of progress in this direction, three additional libraries have purchased the Proceedings of the annual conventions of our Association and one additional college, making at this time thirty-eight colleges and universities which have purchased and placed in their libraries the Proceedings of the annual conventions of our Association, and forty-three of the public libraries in the larger cities. The last to purchase the Proceedings are Dartmouth College, the Public Library of Lincoln, Neb., Pratt Institute Free Library of Brooklyn, N. Y., and the Public Library of Providence, R. I.

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Mr. E. W. Longley, General Auditor of the New England Telephone Company, has succeeded Mr. Ernest M. Hopkins as Class "A" representative in our Association of that company. Mr. Hopkins resigned to become President of Dartmouth College.

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#### **BULLETINS RECEIVED**

"The Wisconsin County Training Schools for Teachers in Rural Schools," by W. E. Larsen, State Rural School, Inspector Department of Education, Madison, Wis.

"Commercial Education," by Glen Levin Swiggett, Bureau of Education, is a report on the Commercial Education Sub-section of the Second Pan American Scientific Congress, December, 1915-January, 1916.

Additional copies of these publications may be procured

from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 10 cents per copy.

"Community Action Through Surveys," by Shelby M. Harrison, Director, Department of Surveys and Exhibits, Russell Sage Foundation. The survey is concerned with the practical, every-day issues of community life, and its purpose is to gather facts, digest and interpret them, and seek to reach the whole public with its information, conclusions and recommendations.

"Report of Progress in the Study of Engineering Education," by C. R. Mann, Carnegie Foundation for the Advancement of Teaching, is a reprint from the Bulletin of the Society for the Promotion of Engineering Education, volume vii, 1916.

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### AGRICULTURAL PREPAREDNESS

In the United States Senate, Senator Page, of Vermont, has introduced a vocational-educational bill, providing for government aid for land-grant colleges in the giving of specialized education in agriculture, home economics, commercial and industrial training. His most interesting material was his description of the vast strides in agricultural efficiency made by Germany in the last thirty years, compared with our own slight progress. Agricultural education is designed to correct the discrepancy.

The Senator said:

We do not lack for an example as to what intelligent, intensive farming will accomplish. Germany commenced thirty years ago to put the German farms in a condition that will support the German population when it shall have been doubled.

We have the statistics showing the comparison between the increased crops of Germany and those of our own country. I know how uninteresting statistics are generally, so I shall burden you but a moment with reference to this thought. It is, however, so pertinent as showing how weak we are in comparison with that energetic, virile nation that I think the figures are well worth the study of every Senator.

Germany has an area equal only to the three States of Minnesota, Iowa and Missouri. Yet Germany produces three-fifths as much oats, four-fifths as much barley, six times as many potatoes and nine times as much rye as we produce in the whole United States. In the last thirty years German rye production per acre increased 87 per cent, while the United States increased 10 per cent; German wheat increased 58 per cent, ours only 14 per cent; German barley 60 per cent, the United States 10 per

cent; German oats 85 per cent, our own 6 per cent; German potatoes 80 per cent, ours 7 per cent.

It is a notable achievement for a nation whose soil resources are poor and which for the last thirty years has been thought to be specializing on industrial development.

Commenting on the bill the *New York Mail* says:

The time has come for us to husband our resources as Germany has done. Toward greater efficiency in the use of the nation's soil something will be contributed by higher agricultural education, and by instruction in home economics, which will make farm life more attractive. Something has already been done by the agricultural credit law, which at last throws credit open to the farmers on terms commensurate with the excellence of their security, the producing land of the country.

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### **IMPROVEMENTS DEMANDED FOR OUR RURAL SCHOOLS**

These are some of the things asked for by the National Conference for better rural schools:

A 160-day, or more, school term.

Enough and adequately prepared teachers.

Consolidation of rural schools with an average of about 12 square miles for each school.

Teachers' home and small demonstration farm as a part of the school property.

An all-year session adapted to local conditions.

A country library with branch libraries under school distribution.

Community organization with the school as the intellectual, industrial, educational and social center.

A modern high school education for every boy and girl in America, in the country as well as in the town.

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### **INCREASING INDUSTRIAL EDUCATION IN DETROIT**

The board of education of Detroit has adopted a report of its real estate committee and Dr. Charles E. Chadsey, superintendent of schools, that a six-story annex be built to Cass technical high school and that new courses be instituted. The recommendation of the committee was reached after a trip of inspection of the technical schools in Cleveland, Toronto, New York, Jersey City and other eastern centers, where the committee and superintendent found vocational work being con-

ducted on a much broader plane than in Detroit. They returned home determined to increase this city's facilities for technical education.

The demand in Detroit for technically trained employees is greater probably than in any of the eastern cities visited with the single exception of New York, and that because of its size. Also, the demand of young men and women for technical training is greater in Detroit proportionately than in the cities visited. Despite this condition the city has had only one technical school, and has, therefore, been woefully behind in that line, according to Superintendent Chadsey.

### **VOCATIONAL TRAINING IN INDIANA**

The State of Indiana is assuming a leading place among the progressive commonwealths in educational matters. Dr. W. F. Brook, State Director of Vocational Education, in a recent report said:

One hundred and thirteen vocational departments and schools for industrial and domestic science education have been established, with an enrollment of 12,186 students this year. This is a net gain for the year of 55 schools and 4,647 students, and reports are not in from Crawfordsville and Salem.

Eight new cities have taken up the vocational work in industrial and home-making lines; eight cities and 351 new pupils have been added to the agricultural group; and work in old centers of this work has been improved.

The State Board of Education is considering recommendations that the State vocational education law be amended as follows:

That the establishment of part-time classes be mandatory upon all boards of education of towns of 5,000 population or over.

That attendance of all boys and girls under 18 years of age who have left school and entered any type of profitable employment be required for at least five hours each week during the regular school year.

That in addition to the provisions for part-time education complementary to daily employment, part-time education be also provided through continuation schools for all youthful workers who are at work in juvenile employment, regardless of whether it is complementary to the daily employment.

That the law relating to child labor and the issuance of working permits be amended so: 1—That working permits are required for all types of employment for all youths under 16,

including those engaged in farm work, any form of domestic or personal service or any other employment.

A Survey Committee, composed of several of the leading authorities of this country on industrial education, have completed the first vocational educational survey covering the city of Richmond.

According to the investigators most of the children stopped school because of economic necessities. Forty-two boys and 31 girls gave this as their reason; 19 boys and 15 girls wanted to work; 3 boys said their fathers were dead; 7 boys and 16 girls said they had various reasons for stopping; only 8 boys and 5 girls said they did not like school.

In thirty-three instances where children were sent to work, the committee found the father was a skilled mechanic, and because of this surprise is expressed because they could not support their families without the assistance of the children. In fifty-three instances the father was a laborer.

The great majority of the children went into factory labor and the average wage of boys and girls was \$4.30 a week. Boys received from \$3 to \$9 a week and girls from \$3 to \$7.

Aside from general recommendations to improve the law the committee suggested the adoption of a new course of study to meet the conditions applying particularly to improving working conditions in Richmond. Night school classes were found to be the solution of troubles in many instances.

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#### **TO EXTEND CONTINUATION SCHOOLS AND TO BROADEN SCOPE**

Extension of the continuation schools of Philadelphia to include applied industrial training will be developed in schools this year. According to the school census taken this summer by the attendance officers, there are 10,000 boys and girls between the ages of 14 and 16 who have left school to take up some employment.

Last year the continuation school program was purely academic. This year the subjects will be taught with reference to their usefulness to employed children. Commercial geography and arithmetic will be adapted to the problems which are met with in the business world. A further development of the curriculum is planned, by which specialized industrial training will be given in line with the various grades and occupations of the children.

**SCHOOLS AND BUSINESS MUST CO-OPERATE**

Dr. Nathaniel Butler, Professor of Education and Director of Co-operation with Secondary Schools, of the University of Chicago, has succeeded Carl R. Latham as chairman of the Chicago Association of Commerce committee on education, and has for his associates eighteen well-known men in the city's commercial, professional and civic life.

In a statement to the *Chicago Examiner*, Mr. Latham makes some authoritative closing comments on the subject of vocational guidance:

"Comparatively few business men have any knowledge at all of the vocational guidance movement," he says. "This is not a reflection on them, as there has been no adequate opportunity to bring the subject directly before them.

"Business men who have given real consideration to the subject appreciate that the time of the break of the average child from the school to the work room is as critical a period as any in his life. It is a violent period. Hours, relationship between 'boss' and employe, environment, association and what not—all are different. The child may so lose confidence that his whole life will be affected. The danger certainly is increased when the child has no trained person to whom he may turn for advice.

"In comparison of the thought, money and care given to the training of children of the well-to-do with the incomplete advantages or their entire absence in the case of children of the poor or of even average parentage, it becomes manifest how great is the opportunity for constructive helpful work in the vocational guidance field."

**Active Co-operation Needed**

Citing the co-ordination of effort by the organizations mentioned in the foregoing, Mr. Latham said it was unfair to the community as well as the child—if employers wished to consider the subject on a selfish basis—for such employers individually or collectively to refrain from active co-operation.

"Whenever the employer can select employes more intelligently," said Mr. Latham in emphasis, "he can reduce the number of misfits to be dropped later.

"The Association of Commerce, while feeling that placement of the child is only incidental to vocational guidance, believes that if the placement is more intelligent and if the movement is more generally supported, an all-around benefit to the community will result.

"Closer relationship between the school system and industrial and commercial life is coming, but it should be accelerated."

### **TRADE UNIONS AND TRADE SCHOOLS**

*(New York City Mail)*

One of the happiest signs of the times is the abandonment of the attitude which labor has entertained, or has been supposed to entertain, toward school education for trades. The theory of the opposition has been the fear that such schools would flood the skilled labor market. The unions felt that they could better control numbers, and so competition in the trade, if the only training for newcomers were through the system of apprenticeship, which the unions can control.

It was a short-sighted policy even from the union's standpoint, to say nothing of the harm with which it threatened our ability to compete with other nations that do train their workers. There is no narrow limit to the numbers who can be employed profitably and at high wages in this country, especially if the efficiency of the workers be increased by skilled training.

To-day Samuel Gompers, representing 2,000,000 organized laborers, adopts this broader viewpoint in his comment on the federal vocational-educational bill:

The fact that so large a proportion of the boys in the United States are leaving school at or before the completion of an elementary course of instruction; that the major portion of them are subsequently to earn a living by the work of their hands; that at an early age they seek employment, largely in unskilled industries, because they are fitted for nothing better and because they are too young to enter upon the work of apprentices, even were that possible; and that the prospects of emergence from unskilled to skilled industries is so small, is attracting attention to the problem and demanding solution.

The prosperity of a nation depends upon its industrial and commercial success, and in respect to these success depends upon the training and intelligence of its citizens. It is therefore plainly evident that a national educational system determines its destiny.

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"There is no darkness but ignorance."—*Shakespeare*.

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"If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest."

## AN IMPORTANT EDUCATIONAL DISTINCTION

### Some Men Have Knowledge but Are Lacking in Wisdom— What is Knowledge Worth?

An instructor of the Allegheny County Teachers' Institute has brought up a question for discussion that should prove of popular interest. He pointed out the difference between scholarship and education. Certainly an understanding of that difference is of the utmost importance to every individual. Here is how the instructor defined it:

"Scholarship deals with what other people have done. It treats of what your parents and grandparents accomplished. Education deals with what you can do; education is what a boy can do with what he knows, and nothing that the boy knows is education unless he can use it. Scholarship boasts and education boosts; scholarship drills and education thrills; intelligence typifies education and knowledge typifies scholarship. Education is the getting of a grip of things."

The word "knowledge" has so many uses that care must be taken in considering it in the clause "knowledge typifies scholarship." Here, returning to the opening sentence of the quotation, knowledge must refer to an accumulation of things "known" by others and which the scholar too frequently "learns" by rote. But mark the difference when it comes to what the boy "knows." This implies that he has come into an understanding of it and here is a knowledge that is "educational" because it can be applied. Always distinguish between the knowledge that comes to one at first hand, and through understanding, and that which represents what is known by others. Remember also that "learning" is derived at second hand from books or other artificial source. Now read the following, a translation from the sayings of the Chinese sage, Loa Tsze, 604-504 B. C., which we regard as an excellent summary on this phase of the topic:

"The knowing are not most learned,  
"The most learned do not know;  
"For knowledge is grown from thoughts alone.  
"While learning from others must grow."

But we are still far from through with the subject. The most learned and even those who know may yet be fools. This brings us to the question of wisdom. "Knowledge is the accumulation of facts; wisdom is the right use of these facts."

Now how is it with you—are you "learned" or educated?

How much of what you read do you understand? How much do you see as Helen Keller, the famous blind girl, has to see in her education? If you had to do your reading by touch how much of the contents would you "see?" Have regard for the spirit that maketh alive rather than for the rote of the letter.—*Pittsburgh Post.*

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### **STUDYING CHILD WORKERS**

Dr. Royal Meeker, Federal Commissioner of Labor Statistics; Dr. Ethelbert Stewart and Edward S. King, experts in that department, are in Boston to begin a study of the vocational experience of children who have worked under permits issued by school authorities. It is an entirely novel field, never before attempted in any State.

Their visit follows the adoption of a motion offered by Superintendent Dyer of the School Board, providing for such a study by Federal departments, the Boston Chamber of Commerce, the Woman's Educational and Industrial Union, the Vocational Bureau, the Girls' Trade Educational League, and others, in collecting data useful in the field of vocational guidance in the schools.

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### **ALL THE EDUCATIONAL ADVANTAGES ONE IS WILLING TO IMPROVE**

It is my hope that the time may soon come when the poorest child living in the meanest hovel on the remotest mountain side in all this commonwealth may enjoy every educational advantage he is willing to improve.—Governor Brumbaugh of Pennsylvania.

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### **GENERAL EDUCATIONAL NOTES**

Vocational training by correspondence is no longer an experiment, says the *Chicago Herald*. It is now thoroughly recognized as being highly successful by educators and leading business and professional men everywhere. Training of this character is practical because the student actually teaches himself. He does his work as an individual, not as a member of a large class. The duties being conducted at home, throw a man upon his own resources and make him self-reliant and self-confident.

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The State of Louisiana will receive one or more of the experimental forms of vocational training school institutions to be founded by the International Non-Sectarian Friends of Childhood Society. One of the unusual objects of the work will be to

maintain and administer a philanthropic fund without taint of charity or institutionalism to be used in educating boys and girls.

The Sales Managers Association of Dallas, Texas, has arranged with the educational department of the Y. M. C. A. of that city for the opening of a school of salesmanship which will be offered to those who are studying to become salesmen. The school will last thirty-two weeks during the coming fall and winter. From five hundred to one thousand are expected to attend.

A novel educational experiment is to be tried in Scotland. Forty thousand pounds have been raised for the purpose of instructing well-educated women who are interested in mechanics and who are prepared to take up manufacturing engineering as a regular occupation. The school will be open only to women.

The plan adopted by the States of Massachusetts and New York of giving state aid to those who graduate with a certain degree of proficiency from the high schools of these states, by paying their tuition to universities of these two states, is commended by public-spirited citizens of several other states.

The city of Baltimore has become very much alive to the importance of industrial training. Headquarters to be used in furthering a plan of establishing a school in Baltimore have been opened and will be maintained. The idea is to place within the reach of dependent boys and girls facilities which will enable them to become self-supporting in some favorite line of work. Among the subjects taught will be the mechanical industries, agriculture, music, drama, painting, sculpture, arts, crafts, literature and science.

Because the Minister of Public Instruction of Argentina believes the educational system of that country lacking in a proper correlation between the primary and the secondary education in that it does not give the student the proper rudimentary education, nor does it sufficiently prepare him for entering the university or special schools, he has presented a new educational plan to the National Congress for approval. The plan is based on the educational system of the United States and will save from one to three years' time of the student in completing his education.

The Department of Commerce and Industry is attempting to establish schools for the instruction of young men of the United States in various trades, including courses in Spanish and French. Effort will be made to establish these schools in various industrial centers, but the work is to be carried on by the Young Men's Christian Associations. Partial control of the schools, however, will rest with the Department of Commerce and Industry.

In the United States there are twenty-two different organized schools of commerce and administration. The number of enrolled students in the regular classes is approximately six thousand—only a drop in the bucket of what there should be an will be. Thirty-two colleges and universities in the United States now have correspondence departments, and the number of students enrolled in these departments is approximately twenty thousand. This includes a large number taking agricultural work.

Many of the larger banks and business establishments in New York City will co-operate with Columbia University in the establishment of a chair of salesmanship in that institution. Arrangements will also be made admitting executive business men to classes for special students.

A plan is on foot in New York City which is being worked out by Associate City Superintendent Haaren and Professor Robinson, of the College of the City of New York, through which all of the employes of the City of New York will be afforded an opportunity, for a small fee, to take courses in various subjects which will fit them better for their daily work or to secure promotion.

The Louisiana State University has developed the Audubon Sugar School, which is an excellent example of intensive vocational training. Only facts and theories relative to sugar, chemistry and production are taught. The school was started by the Sugar Planters' Association of Louisiana after scientific study of beet sugar in England had shown the need of similar work in this country. The course takes five years to complete, part of which is given at the state university at Baton Rouge and part at the experiment station. The equipment at the experiment station consists of a sugar house, fields of cane containing well known and new varieties, and large chemical laboratories for experimenting and testing. The student is required to do actual work in the field during two full sugar seasons under the direction of supervisors, planting, cultivating and harvesting the cane. The fifth year must be spent on a plantation or in a sugar factory. Before the grinding season the student is required to overhaul an entire sugar house, cleaning and repairing the machinery and making new machinery when necessary.

The *Houston, Texas, Post* recently declared that Texas is ready to spend all the money that is necessary for the education of her boys and girls, whether in the city or in the country. Fifty-three per cent. of the total revenue of Texas is now expended for educational purposes. Says the *Post*: "The proposition of James E. Ferguson that the state appropriate a million dollars for the betterment of rural schools was an innovation two years ago. Today the proposition of the same man, now governor of Texas, that the state double that appropriation meets with such unanimous approval that it scarcely excites comment."

Not only do more girls than boys in New York and other states enter high schools, but the percentage of girl graduates is higher and the marks made by girls are on an average higher. Leland Stanford University has just published some interesting statistics which show that women students are much better in scholarship than men. The records further reveal that non-fraternity men make better marks than fraternity men. Non-sorority girls score over sorority members. Of the whole body of women students, only 2.5 per cent. were dropped for poor work during the last school year. Four per cent. of the total number were sorority, and only 1 per cent. were non-sorority members.

The Philadelphia Chamber of Commerce is working to foster a stronger community sentiment in the city, and its educational committee will encourage study of the Philadelphia movement in the public, private schools and other educational institutions of the city. The committee feels that a deeper knowledge of the city's activities will create a stronger civic pride and a more intelligent local patriotism.

In 1906 Governor Brumbaugh served as superintendent of the public schools of Philadelphia and during that year he organized the public school system of that city. Since that time the cost of education in Philadelphia has doubled. According to the officials of the Department of Education, it will be practically impossible to cut down expenses very much and still do the work required by the Board of Education in order to make the school system of that city equal to the needs. There were 195,135 pupils attending the elementary schools of that city last year, and 15,656 attended the high schools, making a total of 208,791 pupils.

That the State of Georgia has progressed in educational matters is shown by the annual report of the state superintendent of schools, M. L. Brittain. The total value of school property last year is given as \$14,691,213.97. The following are some of the recommendations which Superintendent Brittain makes: More liberal tax laws; a compulsory education law; creation of an illiteracy commission; a start in the direction of providing free text-books; a test of state publication of text-books by arranging for the state to publish two text-books of a local coloring; the codification and rearrangement of the school laws, and a change in the method of distributing the state school fund.

There were 900 in Schenectady, New York, many of whom failed to pass at the recent examinations and others who are over age, enrolled in the summer school of that city.

In laying down his duties as warden of Sing Sing, upon the reinstatement of Thomas Mott Osborne, Warden George W. Kirchwey, in an interview, stated that education is the prison's greatest need.

Engineering teachers from 29 educational institutions of the United States spent a portion of their vacations working at the Pittsburgh plant of the Westinghouse Electric and Manufacturing Company.

Five intermediate schools, which are to have a year of high school work, chiefly vocational, after the usual elementary studies, will be established in New York City this fall. Two will be in Manhattan and one each in Kings, Queens and Richmond. Commissioner Harrison said that the board hoped in this way to decrease the number of pupils who never reach any high school grade, without materially increasing the payroll.

"Industrial Education in West Virginia" was the topic of the fourteenth annual educational conference under the auspices of the West Virginia university, with teachers present from all parts of the state.

It is the hope of the educational authorities of Indiana, when the delegates arrive next February at Indianapolis to attend the annual convention of the National Society for the Promotion of Industrial Education, that Indianapolis will present to this gathering, as the result of its state school survey, a model system of industrial and vocational training schools.

The *Press*, of Pittsburgh, is praising the public school system of that city and especially the progress that has been made under the new school plan adopted about eighteen months ago. The average attendance last year increased nearly eighteen per cent.

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